

University of Nebraska - Kearney  
Alternative, IHE-based Program

2016 | Title II  
Reports

Complete Report Card

AY 2014-15

## Institution Information

**Name of Institution:** University of Nebraska - Kearney

**Institution/Program Type:** Alternative, IHE-based

**Academic Year:** 2014-15

**State:** Nebraska

**Address:** College of Education C116  
1615 West 24th Street  
Kearney, NE, 68849

**Contact Name:** Dr. Dennis Potthoff

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?  
(<http://www2.ed.gov/about/offices/list/oii/tqp/index.html>)

No

If yes, provide the following:

**Award year:**

**Grantee name:**

**Project name:**

Grant number:

List partner districts/LEAs:

List other partners:

Project Type:

## Section I.a Program Information

List each teacher preparation program included in your alternative, ihe-based route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at <http://www2.ed.gov/about/offices/list/oii/tqp/index.html>.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
Transitional Certification Program (TCP)	No
Total number of teacher preparation programs: 1	

## Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Postgraduate Candidates must be offered employment by a school and have completed background checks.

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

[http://www.unk.edu/academics/certification/admission\\_to\\_teacher\\_education\\_requirements\\_TCP.php](http://www.unk.edu/academics/certification/admission_to_teacher_education_requirements_TCP.php)

Please provide any additional comments about or exceptions to the admissions information provided above:

The candidate in the Transitional Certification Program (TCP) is required to have previously earned a minimum of a baccalaureate degree, and have completed at least 75% of the content area credit hours required by the Nebraska Department of Education for the teaching endorsement area sought. The candidate's undergraduate transcript is reviewed to determine if there are any deficits in content area coursework. Any deficits in content coursework are required to be completed prior to completion of the program. This content coursework is completed in addition to the required TCP professional sequence coursework. Candidates must have achieved a prior overall content area GPA of 2.75 in the content area credit hours to be eligible for program admission. Maintaining a 2.75 is also a requirement for program exit. Successful completion of the PRAXIS Core is also an admission requirement. Candidates have until enrollment in TE 832 to complete the PRAXIS Core requirement. Thus, the number of candidates admitted to the program with full admission into Teacher Education will not be reflective of total enrollment in courses until enrollment in TE 832. Background checks are required prior to admittance.

Regarding conditional admittance: Applicants with a bachelor's degree and overall GPA lower than 3.0 must pass the Praxis Core before admission. Applicants are admitted upon supplying proof of registration for Praxis Core and must pass PC before continuing past the first course in the program.

## Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

**Are there initial teacher certification programs at the undergraduate level?**

Yes

**If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.**

<b>Element</b>	<b>Required for Entry</b>	<b>Required for Exit</b>
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	No	No
Interview	No	No
Other	No	No

**What is the minimum GPA required for admission into the program?**

2.75

**What was the median GPA of individuals accepted into the program in academic year 2014-15**

3.55

**What is the minimum GPA required for completing the program?**

2.75

**What was the median GPA of individuals completing the program in academic year 2014-15**

3.5

**Please provide any additional comments about the information provided above:**

Effective Fall 2015, the Praxis II content test became an exit requirement for candidates.

## Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	Yes
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	No	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	Yes
Essay or personal statement	No	Yes
Interview	No	No
Other	No	No

What is the minimum GPA required for admission into the program?

2.75

What was the median GPA of individuals accepted into the program in academic year 2014-15

4

What is the minimum GPA required for completing the program?

2.75

## What was the median GPA of individuals completing the program in academic year 2014-15

3.85

### Please provide any additional comments about the information provided above:

Required background checks are the responsibility of the hiring school district. Successfully passing the PRAXIS Core is required for program admission. Effective Fall 2015, the PRAXIS II Content Exam became an exit requirement. The median GPA of individuals accepted into the TCP was calculated on the basis of UNK coursework completed prior to admission to the teacher education program.

## Section I.c Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

[Additional guidance on reporting race and ethnicity data.](#)

Total number of students enrolled in 2014-15:	21
Unduplicated number of males enrolled in 2014-15:	8
Unduplicated number of females enrolled in 2014-15:	13

2014-15	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	2
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	19
Two or more races:	0

## Section I.d Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2014-15.

Average number of clock hours of supervised clinical experience required prior to student teaching	100
Average number of clock hours required for student teaching	720
Average number of clock hours required for mentoring/induction support	40
Number of full-time equivalent faculty supervising clinical experience during this academic year	1
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	21
Number of students in supervised clinical experience during this academic year	21

**Please provide any additional information about or descriptions of the supervised clinical experiences:**

Candidates in the Transitional Certification Program (TCP) must be employed by a school district and issued a Transitional Teaching permit by the Nebraska Department of Education in order to participate in the program. The TCP can be completed in two academic years. In this program, candidates complete a six credit hour TE 831 course in the first fall semester and complete TE 834, Transitional Student Teaching I, for three credit hours during the spring semester of the first year. TE 834 meets the 100 hour requirement as well as part of the student teaching credit hour requirements. In year two of the program, in addition to completing two 6 credit hour courses (TE 832 in the summer and TE 833 in the fall) candidates' academic schedule includes enrollment in TE 835, Transitional Student Teaching II for three credit hours during spring of the second year. During TE 835, candidates complete the remainder of the 720 hours of student teaching. Throughout their entire program the candidates will be teaching a full (on rare occasions a candidate might be teaching part-time) schedule assigned by the employing school district. Each TCP candidate has two supervisors. One supervisor is a university employee and the other is a supervisor who is employed by the hiring school district. In many cases, the supervisor is the building principal.

## Section I.e Teachers Prepared by Subject Area

**Please provide the number of teachers prepared by subject area for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))**

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	1
Teacher Education - Art	1
Teacher Education - Business	4
Teacher Education - English/Language Arts	2
Teacher Education - Foreign Language	

Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	3
Teacher Education - Mathematics	1
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	7
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	1
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	1
Teacher Education - Psychology	1
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify: Religion 1, School Librarian 1	2

## Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2014-15. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in

more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	1
Teacher Education - Business	4
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	1
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	1
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	2
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	

Teacher Education - Spanish	2
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	1
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	

Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify:	

## Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2014-15: 29

2013-14: 13

2012-13: 21

## Section II Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2014-15

Did your program prepare teachers in mathematics in 2014-15?

Yes

How many prospective teachers did your program plan to add in mathematics in 2014-15?

2

Did your program meet the goal for prospective teachers set in mathematics in 2014-15?

No

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

See comments boxes above.

**Academic year 2015-16**

**Is your program preparing teachers in mathematics in 2015-16?**

Yes

**How many prospective teachers did your program plan to add in mathematics in 2015-16?**

2

Provide any additional comments, exceptions and explanations below:

**Academic year 2016-17**

**Will your program prepare teachers in mathematics in 2016-17?**

Yes

**How many prospective teachers does your program plan to add in mathematics in 2016-17?**

2

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

**Academic year 2014-15**

**Did your program prepare teachers in science in 2014-15?**

Yes

**How many prospective teachers did your program plan to add in science in 2014-15?**

3

Did your program meet the goal for prospective teachers set in science in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2015-16

Is your program preparing teachers in science in 2015-16?

Yes

How many prospective teachers did your program plan to add in science in 2015-16?

3

Provide any additional comments, exceptions and explanations below:

Academic year 2016-17

Will your program prepare teachers in science in 2016-17?

Yes

How many prospective teachers does your program plan to add in science in 2016-17?

3

Provide any additional comments, exceptions and explanations below:

## Section II Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. ([§205\(a\)\(1\)\(A\)\(ii\)](#), [§206\(a\)](#))

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2014-15

**Did your program prepare teachers in special education in 2014-15?**

No

**How many prospective teachers did your program plan to add in special education in 2014-15?**

**Did your program meet the goal for prospective teachers set in special education in 2014-15?**

Data not reported

**Description of strategies used to achieve goal, if applicable:**

**Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:**

**Provide any additional comments, exceptions and explanations below:**

The special education certification requirements are exceedingly difficult to meet within the parameters of the TCP program. The TCP Program is not a realistic one for special education certification at this time.

**Academic year 2015-16**

**Is your program preparing teachers in special education in 2015-16?**

No

**How many prospective teachers did your program plan to add in special education in 2015-16?**

**Provide any additional comments, exceptions and explanations below:**

**Academic year 2016-17**

**Will your program prepare teachers in special education in 2016-17?**

No

**How many prospective teachers does your program plan to add in special education in 2016-17?**

**Provide any additional comments, exceptions and explanations below:**

## Section II Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (**§205(a)(1)(A)(ii), §206(a)**)

Information about teacher shortage areas can be found at <http://www2.ed.gov/about/offices/list/ope/pol/tsa.html>.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

### Academic year 2014-15

Did your program prepare teachers in instruction of limited English proficient students in 2014-15?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2014-15?

1

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2014-15?

Yes

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

To date, the TCP has focused on secondary (7-12) shortage areas. At our institution, the ESL endorsement is a supplemental K-12 endorsement. Given that some of the candidates/completers in the TCP are fluent in a language other than English, our institution should encourage alternative candidates with special language skills to consider adding the ESL endorsement.

### Academic year 2015-16

Is your program preparing teachers in instruction of limited English proficient students in 2015-16?

Yes

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2015-16?

1

Provide any additional comments, exceptions and explanations below:

### Academic year 2016-17

Will your program prepare teachers in instruction of limited English proficient students in 2016-17?

Yes

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2016-17?

1

Provide any additional comments, exceptions and explanations below:

## Section II Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation

and evidence for your responses, when requested, to support the following assurances.

**Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.**

Yes

**Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**

Yes

**Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.**

Yes

**Prospective general education teachers are prepared to provide instruction to students with disabilities.**

Yes

**Prospective general education teachers are prepared to provide instruction to limited English proficient students.**

Yes

**Prospective general education teachers are prepared to provide instruction to students from low-income families.**

Yes

**Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.**

Yes

**Describe your institution's most successful strategies in meeting the assurances listed above:**

Transitional Certification Program (TCP) candidates complete a core of professional education courses as part of the certification process that are specifically designed to address the above areas. Also, they are receiving practical experience in the classroom at the same time. Additionally, they are mentored by assigned faculty within the school where they have the Transitional Teaching certificate to assist with problems related to situations as they arise.

### Section III Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	7			
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	7			
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	6			
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS)	12	182	12	100

Other enrolled students				
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	28	182	28	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	12	180	12	100
ETS0730 -PRAXIS I MATHEMATICS (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	20	181	20	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	12	181	12	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	28	182	28	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	12	181	12	100
ETS0710 -PRAXIS I READING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	20	181	20	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) Other enrolled students	13	177	13	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2014-15	28	178	28	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2013-14	12	176	12	100
ETS0720 -PRAXIS I WRITING (DISCONTINUED) Educational Testing Service (ETS) All program completers, 2012-13	20	177	20	100

### Section III Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
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All program completers, 2014-15	28	28	100
All program completers, 2013-14	12	12	100
All program completers, 2012-13	20	20	100

## Section IV Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?

Yes

If yes, please specify the organization(s) that approved or accredited your program:

State

NCATE

CAEP

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

No

## Section V Use of Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**  
Yes
- **use technology effectively to collect data to improve teaching and learning**  
Yes
- **use technology effectively to manage data to improve teaching and learning**  
Yes
- **use technology effectively to analyze data to improve teaching and learning**  
Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The professional education sequence required of Transitional Certification Program (TCP) candidates is completely dependent on using technology for the coursework. The candidates are also working with school-based technology during their program. Principles of universal design and differentiated instruction are incorporated in the pedagogical practices studied. Participation in the program is technology-based. All candidates must demonstrate their technology competency with every assignment and course. Additionally, required assessments in the capstone clinical experience(s) have technology criteria that are evaluated as part of meeting their student teaching requirement. Candidates also use Taskstream as part of program and course requirements. University faculty are participating in

technology workshops designed to enhance their utilization of technology with the Transitional Certification Program candidates.

## Section VI Teacher Training

**Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.**

**Does your program prepare general education teachers to:**

- **teach students with disabilities effectively**  
Yes
- **participate as a member of individualized education program teams**  
Yes
- **teach students who are limited English proficient effectively**  
Yes

**Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.**

TCP candidates complete mandatory coursework designed to prepare them for effectively teaching students with disabilities and students who are limited English proficient. The three course modules are as follows: TE 831 (Prof Knowledge and Skills I), TE 832 (Professional Knowledge and Skills I), and TE 833 (Context of Education). Two clinical courses, TE 834 (Transitional Student Teaching I) and TE 835 (Transitional Student Teaching II) are also required. TE 834, which occurs early in the program (first year), assists candidates with the transition into the classroom. One of the required assignments in TE 834 is the "Case Study of a Classroom". This assignment requires the candidate to specifically identify learners with special needs that they will be working with in their teaching assignment. The initial information obtained about learner needs in Case Study of a Classroom then provides a segue into the topics on learner diversity and meeting their needs in the following required program courses -- TE 831, 832, and 833. The expectations for TE 835 include the "Case Study of a Unit" assignment. This assignment, which includes the gathering of pre-assessment and post-assessment student performance data, requires that candidates modify the curriculum on the basis of data analysis. A key purpose for this assessment is to enhance candidates' skill at effectively meeting the learning needs of all students. The full time faculty teaching and supervising in the TCP have been engaged in a multi-year professional development initiative focused on differentiated instruction. This initiative has elevated the overall quality of instruction provided for candidates.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**  
NA
- **participate as a member of individualized education program teams**  
NA
- **teach students who are limited English proficient effectively**  
NA

**Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline**

if any of the three elements listed above are not currently in place.

The TCP Program is not considered to be appropriate for the licensure of special education teachers. There is no undergraduate major that provides the supporting coursework needed for the special education licensure area. Thus, candidates interested in special education are required to take the traditional initial licensure program. Initial endorsement programs in special education and English as a Second Language (ESL) are delivered in both the face to face and online formats. The availability of two different delivery formats enhances the overall quality of our programming.

## Section VII Contextual Information

**Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

To qualify for a Transitional Permit, candidates must have earned, at a minimum, a baccalaureate degree. Candidates must also have completed a minimum of 75% of the coursework required by the Nebraska Department of Education in the subject area for which they are seeking endorsement with a minimum grade point average of 2.75 in that coursework. In addition, they must have been offered employment by a school district that was unable to find a fully certified teacher as prerequisites for admission into the program. Any remaining content/discipline-specific coursework in the content area must be completed prior to program completion. Prior to program completion and recommendation for licensure, candidates are also required to successfully pass all three components (reading, writing, and math) of the PRAXIS Core Examination. Successful completion of the PRAXIS Core is also a pre-requisite for enrollment in TE 832. Prior to program completion and recommendation for licensure, candidates must also successfully complete all required coursework and clinical field experiences and maintain a minimum GPA of 2.75. Candidates in the TCP are issued a special Transitional Teaching Permit that must be renewed annually. Renewal requires achieving the specified rate of progress of 6 credit hours per year. The Permit is used throughout the entirety of the two year TCP. The combination of the TE 834 and TE 835 clinical experiences meet state of Nebraska field experience requirements for initial certification. Candidates in the program are required to complete an initial field experience/student teaching requirement (TE 834, Transitional Student Teaching I) in the first year of the program. They teach in their respective school district and complete the second clinical component (TE 835 Transitional Student Teaching II) in the semester following completion of their coursework.

Supporting Files

## Complete Report Card

AY 2014-15



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